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ABSTRACT

Over 400 teachers, administrators, and counselors in Colorado were surveyed to ascertain their personal judgements about the quality of working life and related factors. The 87-item questionnaire focused on the following main subject groupings: (1) the nature and meaning of work; (2) job satisfaction; (3) worker organizations; (4) job success; (5) career choice; and (6) the role of schools. Ordered sequencing of response options for the range of agreement/disagreement were arranged. Views expressed by educators generally supported traditional concepts of work and tended to discredit claims of widespread erosion in the quality of jobs or the significance of paid employment in workers' lives. High priority was placed on the following school functions: developing values, attitudes, and habits generally useful in getting and succeeding in employment; preparing students with realistic expectations of what they face in the working world; and developing competency in reading, writing, and computation. Some reservations were expressed about the centrality of jobs in one's life interest, about causes of worker dissatisfaction, e.g., pay inequities, poor job design, and lack of worker control, about the belief that hard work builds character, and about "knowing the right people" in order to succeed. (CP)

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WORK CONCEPTS IN THE SCHOOLS:

A SURVEY OF EDUCATORS' OPINIONS ABOUT WORK

INITIAL REPORT

Robert M. Peterson

Far West Laboratory for Educational Research and Development

1978

CE 023 775

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Over 400 teachers, counselors, and school administrators provided the data for this survey. This report is addressed primarily to them, with deep appreciation for their willing cooperation.

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PURPOSE

In this study a group of professional educators were asked their opinions on a variety of issues concerning work in America. The study was prompted by the following considerations:

a. The schools are trying to help students understand and prepare to deal with the realities of paid employment.

b. Before their performance can be assessed and improved, the schools must make explicit what they think students should know about work.

c. Specification of learning objectives and the selection of instructional content is complicated by public controversy over the present and future state of work in America. Reasonable and informed people are in sharp disagreement about the ability of paid employment to serve its traditional roles in the lives of individual workers.

d. This controversy raises questions about the current content of instruction in the schools. Which "realities" are being offered? Is work-related curriculum confined to traditional ideologies or are students being exposed to evidence and speculation that challenge older beliefs?

Information about the current content of work-related instruction seems essential to any attempt to do something constructive about the way the schools prepare students for the realities of paid employment. This study is the second in a series intended to identify that content. The first was an analysis of printed materials used in the schools -- student workbooks, curriculum guides, planning documents, and student assessment instruments.[1] It was found that the typical portrayal of work in those materials was narrowly traditional and tended to avoid some basic issues concerning job quality and worker attitudes -- controversial issues that have received considerable attention in both the popular and scholarly press.

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1. Peterson, R.M., and Johnson, J.N. The Work Ethic in Career Education Materials. San Francisco: Far West Laboratory, 1977.

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The present study examines the personal opinions of teachers, counselors, and school administrators. It concentrates on vocational and career educators, because they are most active in school programs intended to prepare students for working life. Results of the study are expected to be useful in the following ways:

1. The range of opinions reported here will enable interested educators to calibrate their personal views against those of their colleagues.

2. Results of the survey offer clues as to whether or not consensus is achievable in future attempts to define the objectives and content of work-related curriculum.

3. The results identify specific points of consensus that can be capitalized on, as well as issues on which diversity must be accommodated, in the search for broadly acceptable learning objectives.

At a minimum, it is hoped that this report will stimulate the free exchange of ideas about the proper role and responsibility of education to influence what young people will expect of work, how they will derive value and meaning from it, and how they will behave in relation to it.

METHOD

Data were collected from over 400 educators by means of a questionnaire titled "A Survey of Opinions About Work." It asked for personal judgments about such things as the quality of working life, factors that determine the level of job satisfaction among American workers, how people choose and succeed in careers, and the proper role of the schools in preparing young people for work. Respondents were teachers, counselors, and administrators in local and state agencies, most of them associated with vocational or career education.

THE QUESTIONNAIRE

Four items asked respondents about their particular involvement in education -- their professional role, the type of organization in which they are employed, grade levels of concern, and the type of educational programs in which they are involved. These items were used to place the respondents in appropriate categories for group comparisons.

The other 83 items were organized as follows:

Part I, The Nature and Meaning of Work, which dealt with issues of dignity, centrality, personal identity and self-esteem, social necessity, the "good provider" theme, the character-building qualities of hard work, independence, competitive status-seeking and "workaholism." (15 items)

Part II, Job Satisfaction, which covered sources of job satisfaction, causes of dissatisfaction, and non-monetary benefits of work. (19 items)

Part III, Worker Organizations, which asked the respondent to rate the effectiveness of employee and professional organizations in achieving certain changes intended to benefit the worker. (7 items)

Part IV, Job Success, which dealt with factors that may determine how one succeeds in achieving such things as praise, raises, and advancement in employment. (13 items)

Part V, Career Choice, which dealt with personal planning and other determiners of occupational selection or placement. (6 items)

Part VI, The Role of the Schools, which asked for recommended priorities and ratings of school effectiveness in various functions, and judgments of the schools' potential for influencing attitudes toward work. (23 items)

Items came largely from an earlier study of the work ethic in career education.[1] Some were adapted from ideas found in curriculum and other school materials analyzed in that study; others came from various technical and popular literature.

For each of the 83 substantive items, respondents were asked to select from among several response options, calling for such judgments as agree-disagree; proportion of jobs or workers possessing specified characteristics; direction and amount of change; degree of importance of specified factors; and degree of effectiveness and priorities for specified educational functions.

Response options were arranged in ordered sequences, as in these examples:

1	Strongly disagree
2	Disagree
3	Slightly disagree
4	Neither agree nor disagree
5	Slightly agree
6	Agree
7	Strongly agree

1	Not at all important
2	Slightly important
3	Fairly important
4	Important
5	Very important

For each item the respondent was asked to circle the number corresponding to the option most closely reflecting his or her opinion.

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1. Ibid. The report contains a bibliography (pages 59-64) and a list of educational materials (pages 66-73), which were a major source of ideas and points of view incorporated in the questionnaire.

A special subset of 38 questionnaire items was used to assess the positiveness of responses and to compare various subgroups within the sample. This set of items is referred to as the Work Concept (WC) scale, which is described more fully on pages 15-18.

The complete questionnaire is reproduced as Appendix A of this report.

THE SAMPLE

We attempted to obtain a sample of respondents who are reasonably representative of teachers, counselors, and administrators in public and private school systems and state departments of education throughout the United States. We deliberately sought vocational and career educators, since they are most directly responsible for and involved in work-related curriculum.

Names and addresses of state administrators were obtained from the ERIC Career Education files. Administrators, counselors, and teachers at the district and building levels were sampled from the files of the Curriculum Information Center in Denver, Colorado.

Thirteen hundred questionnaires were mailed and 423 were returned, for a response rate of 32.5 percent. No follow-up was attempted because of limited time and resources.

The 423 respondents self-classified themselves as follows:

Professional Role:

Administrators	219
Teachers and Counselors	194
Other or unclassified	10
Total	423

Organizational Level:

Building	168
District or multidistrict	190
State	54
Unclassified	11
Total	423

Grade Level:

Elementary	86
Junior high	184
High school	363
Adult education	101
Two-year college	43
Four-year college	22

(Frequencies do not add to 423 because multiple responses were allowed.)

Program Type:

Vocational-technical	158
Career	86
Other work oriented	28
Non-work oriented	15
Broader than above	130
Unclassified	6
Total	423

It can be seen that the sample is dominated by people who identify with occupationally oriented programs, especially vocational-technical. Also, the sample is concentrated at the high school and junior high school levels. There is fairly even balance between administrators and teachers/counselors, and between building and district personnel.

Postage-paid cards were enclosed with the questionnaires so that respondents could request copies of the survey results. Geographic coverage can be estimated from the returns of those cards. Analysis of return addresses on the 335 received so far shows that every state and the district are represented, with the exception of Alaska. State-by-state counts suggest that the geographic distribution of the sample roughly approximates that of schools and districts nationally.

RESULTS

Caution should be exercised, of course, in interpreting the results of this study. In addition to the inherent limitations of questionnaire data, the reader should also keep in mind the relatively low response rate obtained in the present survey. Since only one-third of the original sample responded to the questionnaire, it is uncertain how representative our respondents may be of some larger population of educators. Consequently, generalization of results beyond the sample must be considered speculative.

The data were analyzed for answers to the following questions:

1. What views are dominant?
2. How positive are the dominant views?
3. How much group consensus was expressed?
4. Are certain subgroups of respondents more or less positive in their views than certain other subgroups?

DOMINANT VIEWS

For purposes of data analysis and interpretation, the 83 questionnaire items were organized into 13 topics or themes. Dominant views are reported first in the form of brief summary statements on each theme, followed by more detailed information on which the summary statements were based. Response frequencies for all options and all items are shown in Appendix A.

Summary of Dominant Views

Shown on the following two pages are 13 narrative statements intended to characterize the consensus views expressed by the 423 teachers, counselors, and administrators in this survey. The statements were derived from an analysis of the relative frequencies with which the various response options were selected, with principal attention given to majority opinion and most frequent response.

INHERENT DIGNITY

Young people should believe in the inherent dignity of all work, no matter how exalted or menial. Claims that jobs today are so dull, routine, and meaningless as to be "dehumanizing" are greatly exaggerated. There are very few such jobs and their proportion is not increasing.

CENTRALITY

It is uncertain whether young people should (a) expect their occupations to provide them with a central interest in life, or (b) prepare to seek it in other pursuits. No more than half of today's workers consider their jobs to be their central life interest and the proportion of such workers appears to be decreasing.

PERSONAL IDENTITY AND SELF-ESTEEM

Young people should recognize that their personal identity and self-esteem will be determined mainly by their occupations. Serving as a source of personal identity is an important benefit of most jobs today, and the importance of one's occupation as a determiner of identity and self-esteem is not diminishing.

SOCIAL VALUE

Claims of useless products and services have been exaggerated; very few jobs today exist to make products or perform services that serve no real human need and their proportion is not increasing. In any event, the usefulness of the product or service is not a critical factor in job satisfaction for most workers.

CHANGING VALUES

During the past thirty years some changes have occurred in certain traditional values and beliefs: In addition to the apparent decline in the importance of work as a central life interest, it is now less widely believed that "hard work builds character," less value is placed on being able to "stand on one's own feet," and so-called "workaholics" are generally viewed less favorably. However, there has been little if any decline in the importance attached to being "a good provider" as a factor in male self-esteem or in the popularity of competitive status-seeking as a means of self-fulfillment.

JOB SATISFACTION

At least half of all workers today get substantial satisfaction from non-monetary aspects of their jobs, and the proportion who do is not declining. However, today's workers probably feel less dependent on paid employment as a source of non-monetary rewards than workers did 25 years ago; more today would probably say they would stop working if they didn't need the money.

JOB VALUES

Money is the most important determinant of job satisfaction among today's workers. However, the following non-monetary factors are also important: the work itself, identity as a person, and interaction with co-workers. The usefulness of the resultant products or services is of relatively little importance to the overall level of job satisfaction today.

DISSATISFACTION

To the extent that workers are unhappy with their jobs, the dissatisfaction is caused mainly by inadequate pay and inequities in its distribution. Other significant causes are personal problems that workers bring to the job from the outside, lack of adequate challenge at work, and a sense that how well they perform doesn't really matter. Other likely causes, but of less widespread importance, are bad job design and generally poor attitudes toward employers. Relatively minor causes are unrealistic expectations about the ability of today's jobs to deliver non-monetary rewards, inadequate job skills, and useless products and services.

JOB SUCCESS

Success on the job is achieved primarily through personal initiative and good performance. Also important are conformity with the employer's rules; being likable, loyal, flexible, and creative; working hard; and avoiding conflict. Knowing the right people is also a significant factor, but pure luck, manipulating other people, and subordinating one's values and beliefs to those of the employer are not important factors in job success.

WORKER ORGANIZATIONS

Trade unions, professional associations, and other employee organizations have been effective in achieving higher pay, improved fringe benefits, and better working conditions. They also have had moderate success in giving workers greater control over their jobs and in combatting discrimination based on such things as race, sex, or age. However, such organizations have had relatively little success in improving the match between the amount of pay received and the value of the work performed, and their impact on the overall level of job satisfaction has been slight.

CAREER CHOICE

If young people made the necessary effort to understand their own abilities, interests, and values and to learn enough about jobs and occupations, almost everyone could find a reasonably satisfying occupation. In actual practice, however, pure chance is the primary determiner of one's occupation almost as often as personal planning and choice, and the latter is frequently superseded by the influence of family or friends, family circumstances, and the state of the economy.

SCHOOL POTENTIAL

If the schools had the necessary commitment and resources, they could become an effective influence on how students view paid employment in their personal lives. However, the influence of the schools is secondary to that of family and peers, and is probably no greater than the influence of public media.

SCHOOL PRIORITIES AND PERFORMANCE

Developing useful work-related values, attitudes, and habits and preparing students with realistic expectations about work should have high priority--second only to the development of competency in reading, writing, and computing. Of lower relative priority, but still important, are the development of decision-making skills, help with career planning, and motivating students to achieve maximum career success. Preparing students to find self-fulfillment in pursuits other than paid employment should have lower priority than career motivation. The schools' performance in helping students acquire realistic expectations and develop skill in making decisions is far lower than it should be in view of the high priority that these two functions deserve.

Summary of Supporting Results

Inherent Dignity: The strongly predominant views support the general theme that work possesses an inherent dignity that transcends the character and social value of particular jobs. Respondents rejected claims that intolerably dull, routine, and meaningless jobs are numerous or increasing. Eighty percent of the respondents think that young people should believe in the dignity of all work; 64% believe there are few, if any, dehumanizing jobs; and 75% think the proportion of such jobs is not increasing.

Centrality: Opinions were almost evenly split on the question of whether students should expect to find their central interest in life through their occupations or through other pursuits. The lack of majority agreement on the centrality of occupation suggests widespread doubt about the ability of modern work to provide people with a central life interest. Furthermore, a majority of respondents (56%) estimated that no more than half of all American workers consider their jobs to be their central interest in life. Adding further skepticism to their views on the centrality of work, a majority of respondents (53%) judged the proportion of such workers to be decreasing.

Identity and Self-Esteem: A majority of respondents expressed support for the idea that what people do to earn a living plays a powerful role in forming their sense of identity and self-esteem. They agreed that young people should recognize this role of occupation and judged that its importance is not declining. This supportive stance is attenuated, however, by the findings that 38% disagreed that young people should recognize occupation as the main source of identity and self-esteem, and 45% judged occupation's importance in this role to be decreasing. There appears to be substantial disagreement within the respondent group regarding this important aspect of the personal meaning of work.

Social Value: The majority opinion appears to affirm the social-value theme. Almost 60% of the respondents estimated that (a) there are few, if any, jobs whose products are useless and (b) the presence of such jobs is not increasing. However, a substantial minority (41%) estimated that a sizeable proportion of jobs do exist to provide products and services that fill no real needs. Similarly, 42% estimated the proportion to be increasing.

Changing Values: There appears to be fairly strong agreement with various social commentators who claim that certain work-related values have declined seriously since World War II. The majority of respondents judged that considerable decline has occurred in the belief that "hard work builds character" (71%), in the value placed on being able to "stand on one's own feet" (56%), and in public attitudes toward "workaholics" (55%). Notable, however, is the estimation by a 59% majority that there has been little, if any, erosion in the popularity of competitive status-seeking. Similarly 56% estimate little, if any, decline in the dependence of male self-esteem on being "a good provider."

Job Satisfaction: A majority of respondents judged that (a) at least half of all workers today get substantial non-monetary benefits from their jobs, and (b) the proportion of such workers is not declining. However, a sizeable minority expressed contrary views, namely that fewer than half of all workers derive non-monetary satisfaction from their jobs and the proportion is decreasing. The respondents split evenly on the question of whether or not fewer people today, as compared with 25 years ago, derive enough non-monetary benefits from their jobs to keep working even if there were no economic necessity. Stated negatively, the majority opinion is that (a) no more than half of today's workers get substantial satisfactions other than money from their jobs, and (b) the situation is not improving.

Job Values: The respondents judged the intrinsic value of "the work itself" to be an important source of whatever amount of satisfaction workers get from jobs, second only to money. Similarly, sizeable majorities gave high ratings to the importance of "identity as a person" and "interaction with co-workers."

Most notable, perhaps, is the relatively low ratings given to "user benefits." This suggests the following generalization about the dominant views of the respondent group: Although (a) a substantial number of jobs produce things that aren't really needed and (b) the proportion of such jobs may be increasing, it doesn't really affect workers' attitudes because user benefits are a relatively minor influence on job satisfaction.

Dissatisfaction: Six of eleven factors were judged "important" or "very important" causes of dissatisfaction by the majority of respondents. Three other factors were so judged by 35% to 49% of all respondents, and the other two by 30% or less. A consensus diagnosis of what's wrong in the workplace might be stated as follows:

The most important defects are inadequate and inequitable pay, problems at home, lack of challenge, and a sense of personal impotence. Of less, but considerable, importance are bad job design and organization, generally poor attitudes of workers, and a mismatch between workers' expectations and the psychological benefits that jobs can deliver. Of minor importance are underskilled workers and unnecessary products and services. (This deemphasis on the usefulness of products is consistent with the prior judgment that it is not an important factor in job satisfaction.)

Job Success: The overall pattern of rankings suggests that the dominant view of this group of educators is that individual performance and compatibility with the organization are the principal bases for praise, raises, and advancement. The very high ratings given to initiative and good work suggest strong support for the belief that good individual performance is rewarded. An apparent faith in the justice of prevailing reward systems is further confirmed by the relatively low ratings given to "subordination of values," "manipulation of others," and "luck." Six factors that received consistently high rankings might be considered qualities of "good citizenship" as an employee: "conforming to rules," "being likable," "organizational loyalty," "flexibility," "working hard," and "avoiding conflict."

Notable indications of cynicism among the respondents is the high ratings given by the majority (53%) to "knowing the right people." Also, more than a third gave high ratings to "subordination of values and beliefs," and better than one in five to "manipulating others" and "luck."

Although creativity received high ratings, it was ranked lower than seven other factors, including conformity with employers' rules.

Worker Organizations: The consensus view appears to be that employee organizations have been effective in achieving economic benefits for their members; that they have been moderately effective in improving working conditions, giving workers greater control, and combating unfair discrimination; but that these organizations have had little effect on wage equity or overall job satisfaction. The low majority assessment concerning overall job satisfaction suggests that these respondents see non-monetary factors as strong determinants of satisfaction.

Worth noting is the large difference in ratings for "increasing salaries and wages" and "improving equity between the amount of pay received and the value of the work performed." The apparent message is that employee organizations have achieved upward shifts in wage structures, but have not corrected inequities within those structures.

Career Choice: A large majority agreed that a satisfying occupation can be found by anyone who knows about himself and about jobs. This is, of course, the cornerstone of career planning and guidance. The premise of this item implies a faith not only in the feasibility of matching jobs with people, but also in individual freedom from extraneous restrictions. However, this faith is qualified by the consensus opinion that other factors often supersede personal planning and choice. Respondents judged three of four factors as more prevalent in their influence on one's "chosen" occupation. Only "chance" was judged by the group as less widely influential, and that by a slim margin. The apparent message is that jobs and people can be matched, and it is possible for the individual to plan and choose, but in practice that's not happening for most people.

School Potential: Very strong confidence was shown in the schools' potential ability to influence how students view paid employment and relate it to their personal lives. Ninety-one percent judged that, given the necessary commitment and resources, the schools could be at least "fairly effective." At present, however, the majority rated family and peers as much more influential than the schools in forming personal perspectives on work. Ratings of the schools' current influence were about the same as those for public media.

School Priorities and Performance: High priority ratings were assigned by a majority of respondents to all school functions that were listed. They were not asked to make priority choices between competing functions; however, by pooling the ratings and computing ranks, patterns of relative priorities can be seen, as shown in Table 1. Basic skills (A) is clearly the group's top choice. Clearly at the bottom of the priority list are "job placement" (H), "job-specific skills" (B), and "fulfillment through other pursuits" (I). The remaining five functions received intermediate ratings. Of special significance to this study are the relatively high priorities assigned to functions F and G, concerned with work-related values, attitudes, habits, and expectations.

Table 1. Group Rankings of School Functions

School Function	Rank	
	Priority	Effectiveness
A. Develop competency in reading, writing, and computing.	1	1
F. Develop values, attitudes, and habits generally useful in obtaining and succeeding in paid employment.	2	3
G. Prepare students with realistic expectations of what they will actually face in the working world.	3	7
C. Develop competency in making decisions.	4	8
D. Help students make appropriate career choices and plans.	5	4
E. Motivate students to achieve career success at levels as high as their aptitudes will allow.	6	6
I. Prepare students to find self-fulfillment in pursuits other than paid employment.	7	5
B. Develop specific competency geared to particular occupations.	8	2
H. Help graduates locate and obtain paid employment.	9	9

Respondents were remarkably severe in their assessments of school performance. On eight of the nine functions, a majority of respondents rated the schools as no better than "slightly effective." Only in the case of basic skills development was performance rated as high as "fairly effective" by the majority, and that function received only 23% in the combined "effective" and "very effective" categories.

The most striking discrepancies between priority and effectiveness are for "realistic expectations" (G) and "decision-making skills" (C), each with priority near the top and effectiveness near the bottom, and for "job-specific skills," with relatively low priority and high effectiveness.

POSITIVENESS OF DOMINANT VIEWS

We define a positive concept of work as one that consistently depicts work as "good" with respect to both its objective nature and its psychosocial meaning. In the extreme, it holds work to be inherently worthy of respect; preeminent as a source of personal identity, esteem, satisfaction, and fulfillment; essential to social cohesion and order; humane in its concrete expressions; democratic and just in its system of rewards; and capable of maintaining these qualities in spite of profound technological and cultural change. Obviously, views of work may vary downward from this positive extreme to total denials of these qualities, or even assertions of their opposites.

Thirty-eight items in the questionnaire were expressly designed to measure positiveness of the respondent's work concept. We refer to these items collectively as the Work Concept or WC scale. The scale is used in this section to assess the positiveness of the views expressed by the total group, and in later sections to make comparisons between various subgroups of respondents.

The theoretical range of WC scores is 38 to 211, where a high score indicates a highly positive work concept and a low score indicates a highly negative, or cynical, concept. The obtained scores for the 421 respondents[1] in this survey ranged from 99 to 177, with a mean of 133.45. The distribution of scores is shown in Figure 1. It can be seen that they tend to cluster at two points: a major clustering at about 134 and a secondary clustering at about 124.

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1. Two of the 423 records processed were eliminated from WC analysis because of excessive missing data. Up to four missing items were allowed. In those cases the individual's mean value across all recorded items was substituted for missing items.

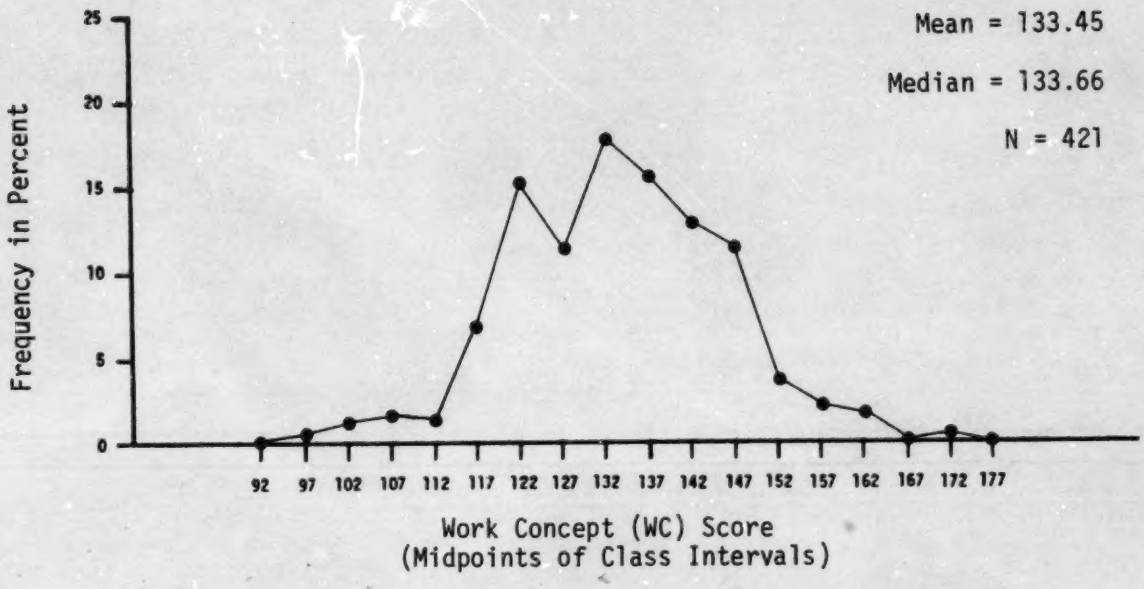

Figure 1. Distribution of Work Concept (WC) Scores for Total Sample of Respondents.

Since we had no normative data for calibrating "positiveness" as measured by the WC scale, it was necessary to establish a priori standards for each item. This was done intuitively by designating those response options that seemed logically to convey an affirmative view of the aspect of work in question. Table 2 displays these a priori standards of positiveness for each of the 38 items in the scale. The standard is not confined to a single response option, but includes all options judged positive; the scale values of those options are shown in Table 2.[1]

The final column of Table 2 shows the percentage of respondents who selected a response that is positive according to the a priori standard for that item. These range from 11 percent (item 9G) to 88 percent (item 11A). On 15 items, less than 50 percent of all respondents agreed with the standard, i.e., their views are "not positive" by a priori definition. Those items are marked with an asterisk in Table 2.

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1. The scale value of a given response is the number, ranging from 1 to 7, associated with that option in the questionnaire. For those items in which the options were shown in ascending order from least positive to most positive, the numbers appearing with the options are the scale values. But for 22 of the 38 items, the options were shown in descending order from most to least positive. In those cases, the scale values were reversed in the scoring process, so that a "1" became a "7" and vice versa. Thus, for all 38 items, the more positive the response, the higher is the scale value.

Table 2. Work Concept Scale: Hypothetically Positive Responses.

Item	Hypothetically Positive Response (A Priori Standard)	Scale Values	Percent Within Standard
1A	Young people should believe that all work has dignity.	5 - 7	80
1B	Very few if any jobs are dehumanizing.	6 - 7	64
1C	The proportion of dehumanizing jobs is not increasing.	4 - 7	75
2A	* Young people should expect their occupations to be their central life interest.	5 - 7	48
2B	At least half of today's workers consider their jobs to be their central life interest.	4 - 7	62
2C	* The proportion of workers who consider their jobs to be their central life interest is not decreasing.	4 - 7	47
3A	Young people should recognize that their identity and self-esteem will be determined mainly by their occupations.	5 - 7	55
3B	The importance of one's occupation as a determiner of personal identity and self-esteem is not decreasing.	4 - 7	55
4A	Very few if any jobs exist to make products or perform services that are not really necessary.	6 - 7	59
4B	The proportion of jobs that exist to make products or perform services that are not really necessary is not increasing.	4 - 7	58
5A	In the past 30 years, little if any change has occurred in the importance to a man's self-esteem of being "a good provider."	3 - 4	56
5B	* In the past 30 years, little if any change has occurred in the popularity of the belief that "hard work builds character."	3 - 4	29
5C	* In the past 30 years, little if any change has occurred in the value placed on being able to "stand on one's own feet."	3 - 4	44
5D	In the past 30 years, little if any change has occurred in the popularity of competitive status-seeking as a means of self-fulfillment.	3 - 4	59
5E	* In the past 30 years, little if any change has occurred in how favorably "workaholics" are viewed.	3 - 4	45
6B	The work itself is an important factor in determining the overall level of job satisfaction.	4 - 5	75
6D	* Benefits to people who use the product or service is an important factor in determining the overall level of job satisfaction.	4 - 5	22
6E	Identity as a person is an important factor in determining the overall level of job satisfaction.	4 - 5	67
7A	At least half the workers today get substantial satisfaction from non-monetary aspects of their jobs.	4 - 7	57
7B	The proportion of workers who get substantial satisfaction from non-monetary aspects of their jobs is not decreasing.	4 - 7	63
8	During the past 25 years, there has been no decrease in the percentage of people who would say they would continue to work if they suddenly found themselves with enough money to live comfortably for the rest of their lives.	3 - 5	51
	The following factors are of little or no importance in causing workers to be dissatisfied with their jobs:		
9B	* Some people are paid too much and other too little for the work they do.	4 - 5	12
9C	* Jobs are poorly designed or organized from the workers' point of view.	4 - 5	18
9G	* Workers lack control over important aspects of their work situations.	4 - 5	11
9J	The products or services that result from the work serve no real human need.	4 - 5	57
9K	* Workers feel that how well they do their jobs doesn't really make any difference.	4 - 5	15
11A	Doing good work is important to success.	4 - 5	88
11H	Showing personal initiative is important to success.	4 - 5	85
11I	Being inventive or creative is important to success.	4 - 5	66
11J	* Subordinating personal values and beliefs to those of the employer is of little or no importance to success.	4 - 5	32
11K	* Knowing the right people is of little or no importance to success.	4 - 5	21
11L	* Manipulating other people is of little or no importance to success.	4 - 5	45
11M	Luck is of little or no importance to success.	4 - 5	51
12	If young people were willing to make the necessary effort to understand their own abilities, interests, and values and to learn enough about jobs and occupations, almost everyone could find a reasonably satisfying occupation.	5 - 7	81
13A	Personal planning and choice are frequently the primary determiner of the particular occupation a person enters.	3 - 5	75
13E	* Chance is infrequently if ever the primary determiner of the particular occupation a person enters.	4 - 5	35
14E & 14I	* The schools should place higher priority on motivating students to maximize career achievement than on preparing students to find self-fulfillment in pursuits other than paid employment.	E higher than I	49

* Item for which the majority of responses were less positive than the hypothetically positive range.

Departures From *A Priori* Standards

To get some sense of the nature and extent of the disagreement on each of the 15 "not positive" items, we examined the response option most frequently selected and compared it with the standard. In most cases we found the difference in content to be modest, if not trivial. The group's "negative" tendencies may be summarized as follows:

- They see jobs declining slightly as the central interest in workers' lives.
- They see deterioration of these traditional values over the past 30 years: That hard work builds character is less widely believed; less value is placed on being able to stand on one's own feet; and "workaholics" are viewed with less favor.
- They see these defects in the workplace as important causes of dissatisfaction: inequity of rewards; poor job design; lack of worker control; and the worker's sense of impotence.
- Although they see job success depending mainly on individual performance, they also consider knowing the right people and subordination of values and beliefs as fairly important factors in determining who gets ahead.
- They believe that young people should consider pursuits other than paid employment equally important with career success as possible avenues to self-fulfillment.

Summary: Because of (a) the conformity of majority views with rather stringent standards on most items and (b) the minor differences of degree rather than substance on those items for which the majority opinion disagreed with the standard, we conclude that the predominant views of the educators in this survey are consistently positive, but tempered by judgments that the real world of work is subject to several important shortcomings and is not getting better.

DEGREE OF CONSENSUS

Earlier we saw that the respondents were almost unanimous in their opinions on some questionnaire items, showed a moderately strong majority opinion on others, and were evenly divided into opposing camps on still others. In this section we take a closer look at the variability of opinions by comparing dominant responses of the most positive and least positive respondents. The aim is to determine whether differences within the group are minor variations in degree, or substantive differences of possible practical significance.

Table 3 shows the most frequent, or typical, response by each of three groups: Those with high scores on the WC scale; those who scored in the mid-range; and those with the lowest scores. These groups were formed by simply dividing the distribution of WC scores into roughly the high 25 percent (n=109), the middle 50 percent (n=205), and the low 25 percent (n=107). The scores ranged from 142 to 171 for the high group, 125 to 141 for the middle group, and 99 to 124 for the low group. The a priori definition of a positive response is also shown in Table 3 under the column labeled "A Priori Standard." An asterisk preceding a verbal entry in the table signifies that the response shown is less positive than the standard. The most frequent response of the low scorers was less positive than the standard on 24 of the 38 items; the mid-range scorers on 14 items; and the high scorers on 5 items.

Table 3. **WORK CONCEPT SCALE: Most Frequent Responses by Middle 50 Percent, Low 25 Percent, and High 25 Percent on Total Scale. Entries Are Verbal Response, Corresponding Scale Value, and Percent of Designated Subgroup Who Chose That Response.**

Item	Middle 50%	Low 25%	High 25%	A Priori Standard
1A	Young people should believe that all work has dignity. (6) 48%	Agree (6) 43%	Agree (6) 58%	Agree (5-7)
1B	Very few jobs are dehumanizing. (6) 64%	* Quite a few (5) 42%	Very few (6) 74%	Very few if any (6-7)
1C	The proportion of dehumanizing jobs is staying about the same. (4) 29%	Staying about the same (4) 23%	Decreasing (6) 38%	Not increasing (4-7)
2A	Disagree that young people should not expect their occupations to be their central life interest. (6) 28%	* Agree (2) 38%	Disagree (6) 49%	Disagree (5-7)
2B	* Quite a few (or slight majority) of today's workers consider their jobs to be their central life interest. (3) 26% and (5) 26% (tie)	* Quite a few (3) 31%	Large majority (6) 35%	At least half (4-7)
2C	The proportion of workers who consider their jobs to be their central life interest is staying about the same. (4) 27%	* Decreasing slightly (3) 37%	* Decreasing slightly (3) 31%	Not decreasing (4-7)
3A	Young people should recognize that their identity and self-esteem will be determined mainly by their occupations. (6) 28%	* Disagree (2) 34%	Agree (6) 48%	Agree (5-7)
3B	The importance of one's occupation as a determiner of personal identity and self-esteem is staying about the same. (4) 28%	* Decreasing (2) 31%	Staying about the same (4) 31%	Not decreasing (4-7)
4A	Very few jobs exist to make products or perform services that serve no real human need. (6) 57%	Quite a few (5) 46%	Very few (6) 75%	Very few if any (6-7)
4B	The proportion of jobs that exist to make products or perform services that serve no real human need is staying about the same. (4) 34%	* Increasing slightly (3) 37%	Staying about the same (4) 50%	Not increasing (4-7)
5A	* In the past 30 years, quite a bit of change has occurred in the importance to a man's self-esteem of being "a good provider." (2) 42%	A little (3) 41%	A little (3) 47%	Little if any (3-4)
5B	* In the past 30 years quite a bit of change has occurred in the popularity of the belief that "hard work builds character." (2) 56%	* Quite a bit (2) 55%	A little (3) 42%	Little if any (3-4)
5C	* In the past 30 years quite a bit of change has occurred in the value placed on being able to "stand on one's own feet." (2) 43%	* Quite a bit (2) 47%	A little (3) 39%	Little if any (3-4)
5D	In the past 30 years, little change has occurred in the popularity of competitive status-seeking as a means of self-fulfillment. (3) 46%	* Quite a bit (2) 42%	A little (3) 53%	Little if any (3-4)
5E	* In the past 30 years a little (or quite a bit) of change has occurred in how favorably "workaholics" are viewed. (3) 41% and (2) 41% (Tie)	* Quite a bit (2) 52%	A little (3) 49%	Little if any (3-4)

* Less positive than a priori standard.

Table 3. WORK CONCEPT SCALE (continued)

Item	Middle 50%	Low 25%	High 25%	A Priori Standard
6B	The work itself is an important factor in determining the overall level of job satisfaction. (4) 43%	Important (4) 43%	Very important (5) 48%	Important (4-5)
6D	* Benefits to people who use the product or service is a slightly important factor in determining the overall level of job satisfaction. (2) 42%	* Slightly important (2) 49%	Fairly important (3) 40%	Important (4-5)
6E	Identity as a person is an important factor in determining the overall level of job satisfaction. (4) 36%	* Fairly important (3) 36%	Important (4) 43%	Important (4-5)
7A	* Quite a few of today's workers get substantial satisfaction from non-monetary aspects of their jobs. (3) 32%	* Quite a few (3) 38%	Large majority (6) 38%	At least half (4-7)
7B	* The proportion of workers who get substantial satisfaction from non-monetary aspects of their jobs is decreasing slightly (or staying about the same). (3) 28% and (4) 28% (Tie)	* Decreasing slightly (3) 29%	Increasing slightly (5) 36%	Not decreasing (4-7)
8	* Compared to 25 years ago, a smaller percentage of people would say they would continue to work if they suddenly found themselves with enough money to live comfortably for the rest of their lives. (2) 44%	* Smaller (2) 50%	About the same (3) 53%	No decrease (3-5)
9B	* An important factor in causing workers to be dissatisfied with their jobs is that some people are paid too much and others too little for the work they do. (2) 41%	* Important (2) 43%	* Important (2) 37%	No more than slightly important (4-5)
9C	* A fairly important factor in causing workers to be dissatisfied with their jobs is that jobs are poorly designed or organized from the workers' point of view. (3) 38%	* Important (2) 48%	* Important (2) 44%	No more than slightly important (4-5)
9G	A fairly important factor in causing workers to be dissatisfied with their jobs is that workers lack control over important aspects of their work situations. (3) 41%	Important (2) 44%	Important (2) 37% and Fairly important (3) 37% (Tie)	No more than slightly important (4-5)
9J	A slightly important factor in causing workers to be dissatisfied with their jobs is that products and services resulting from the work serve no real human need. (4) 38%	Slightly important (4) 37%	Slightly important (4) 47%	No more than slightly important (4-5)
9K	* An important factor in causing workers to be dissatisfied with their jobs is that workers feel that how well they do their jobs doesn't really make any difference. (2) 40%	* Important (2) 46%	* Important (2) 36%	No more than slightly important (4-5)

* Less positive than a priori standard.

Table 3. WORK CONCEPT SCALE (continued)

Item	Middle 50%	Low 50%	High 50%	A Priori Standard
11A	Doing good work is important to success (4) 46%	Important (4) 42%	Very important (5) 54%	Important (4-5)
11H	Showing personal initiative is very important to success. (5) 46%	Important (4) 33%	Very important (5) 61%	Important (4-5)
11I	Being inventive or creative is important to success. (4) 41%	Important (4) 32%	Important (4) 47%	Important (4-5)
11J	* Subordinating personal values and beliefs to those of the employer is fairly important to success. (3) 32%	* Important (2) 34%	Slightly important (4) 29%	No more than slightly important (4-5)
11K	* Knowing the right people is fairly important to success. (3) 31%	* Very important (1) 50%	* Fairly important (3) 32%	No more than slightly important (4-5)
11L	Manipulating other people is slightly important to success. (4) 32%	* Important (2) 30%	Slightly important (4) 41%	No more than slightly important (4-5)
11M	Luck is slightly important to success. (4) 37%	* Fairly important (3) 29%	Slightly important (4) 41%	No more than slightly important (4-5)
12	If young people were willing to make the necessary effort to understand their own abilities, interests, and values and to learn enough about jobs and occupations, almost everyone could find a reasonably satisfying occupation. (6) 43%	Agree (6) 36%	Agree (6) 53%	Agree (5-7)
13A	Personal planning and choice are the primary determiner of the particular occupation a person enters in about half the cases. (3) 48%	About half (3) 41%	About half (3) 40% and Frequently (4) 40% (Tie)	Half or more (3-5)
13E	Chance is infrequently the primary determiner of the particular occupation a person enters. (4) 32%	* Frequently (2) 43%	Infrequently (4) 44%	Infrequently at most (4-5)
14E	The schools should give very high priority to motivating students to maximize career achievement. (5) 44%	Very high (5) 38%	High (4) 46%	High (4-5)
14I	The schools should give lower priority to preparing students to find self-fulfillment in pursuits other than paid employment than to motivating students to maximize career achievement. Lower than 14E: 49%	* Equal to 14E: 46%	Lower than 14E: 64%	Lower than 14E
NUMBER OF DEPARTURES FROM STANDARD	14	24	5	

* Less positive than a priori standard.

The mean scale values of the high scorers is higher than that of the low scorers on all 38 items.[1] Most of these numerical differences reflect variations in degree, such as the difference between "slightly agree" and "agree," or between "high" and "very high." But for other items the differences appear to be substantive, reflecting in some cases opposing positions. Table 4 lists eleven items for which the most frequent response selected by the low group was at least two scale units below that of the high group. It can be seen that in four cases the preferred responses of the two groups are in direct opposition: For items 2A and 3A the difference is between "agree" and "disagree," and for 3B and 7B it is between "increasing" and "decreasing." On item 1C, the low group's most popular response was that the number of dehumanizing jobs is "staying about the same," while the high group sees them "decreasing." Coupling this result with that of item 1B (see Table 3), we find that over 100 respondents (the low group) expressed the opinion that there are "quite a few" dehumanizing jobs today and the situation is not improving, while a different group of over 100 respondents (the high group) expressed the opinion that there are "very few" such jobs today, and things are improving. Differences between the high and low groups for the remaining items of Table 4 are substantial variations in degree, such as "frequently" versus "infrequently" (item 13E).

Summary: The variability of opinions expressed by this group of educators appears to be more than inconsequential variations in degree. The pattern of differences across all items suggests that a substantial proportion of respondents are consistently inclined to view work with greater skepticism than are a substantial proportion of other respondents, and that on some issues there is disagreement not merely in degree, but in the direction or substance of the belief.

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1. Statistical analysis indicates that the obtained differences are reliable; that is, it is very unlikely that they resulted merely from random errors of sampling or measurement. This simply indicates that all 38 items measured something in common. We believe the common element is a general tendency to see work in a positive light.

Table 4. CONTRASTS BETWEEN HIGH AND LOW SCORERS ON ELEVEN SELECTED[1] ITEMS FROM WORK CONCEPT SCALE: Entries Are Most Frequent Verbal Response, Corresponding Scale Value, and Percent of Designated Subgroup Who Chose That Response, Followed by the Mean Scale Value for the Designated Subgroup.

Item	Low Scorers (n = 107)		High Scorers (n = 109)	
	Most Frequent Response	Mean Scale Value	Most Frequent Response	Mean Scale Value
1C	The proportion of dehumanizing jobs is staying about the same. (4) 23%	3.88	The proportion of dehumanizing jobs is decreasing. (6) 38%	5.00
2A	Agree that young people should not expect their occupations to be their central life interest. (2) 38%	3.36	Disagree that young people should not expect their occupations to be their central life interest. (6) 49%	5.16
2B	Quite a few (but less than half) of today's workers consider their jobs to be their central life interest. (3) 31%	3.54	A large majority of today's workers consider their jobs to be their central life interest. (6) 35%	4.69
3A	Disagree that young people should recognize that their identity and self-esteem will be determined mainly by their occupations. (2) 34%	3.64	Agree that young people should recognize that their identity and self-esteem will be determined mainly by their occupations. (6) 48%	4.88
3B	The importance of one's occupation as a determiner of personal identity and self-esteem is decreasing. (2) 31%	3.32	The importance of one's occupation as a determiner of personal identity and self-esteem is increasing. (4) 31%	4.15
7A	Quite a few (but less than half) of today's workers get substantial satisfaction from non-monetary aspects of their jobs. (3) 38%	3.57	A large majority of today's workers get substantial satisfaction from non-monetary aspects of their jobs. (6) 38%	4.75
7B	The proportion of workers who get substantial satisfaction from non-monetary aspects of their jobs is decreasing slightly. (3) 29%	3.42	The proportion of workers who get substantial satisfaction from non-monetary aspects of their jobs is increasing slightly. (5) 36%	4.74
11J	Subordinating personal values and beliefs to those of the employer is important in determining success on the job. (2) 34%	2.51	Subordinating personal values and beliefs to those of the employer is slightly important in determining success on the job. (4) 29%	3.28
11K	Knowing the right people is very important in determining success on the job. (1) 50%	1.80	Knowing the right people is fairly important in determining success on (3) 32%	3.01
11L	Manipulating other people is important in determining success on the job. (2) 30%	2.44	Manipulating other people is slightly important in determining success on the job. (4) 41%	3.79
13E	Chance is frequently the primary determiner of the particular occupation a person enters. (2) 43%	2.70	Chance is infrequently the primary determiner of the particular occupation a person enters. (4) 44%	3.24

1. Items are those for which the most frequent responses of the high and low scorers were separated by at least two points on the response scale.

DIFFERENCES BETWEEN SUBGROUPS

The preceding comparison of high and low scorers on the WC scale showed some clear-cut disagreements within the respondent group. In this section we examine the possibility that the observed variation in degree of positiveness, as measured by the WC scale, is related to certain characteristics of the respondents, namely, the kind of professional work they do, their position in the hierarchy of school organization, and the type of educational programs in which they operate. The following questions are addressed:

1. Are administrators more or less positive in their views of work than teachers and counselors?

2. Are people who work at the school building level more or less positive than district or state department people?

3. Are people in vocational, career, or other work-oriented education more or less positive than other educators?

Respondents were classified on each variable on the basis of information they provided in Part VII of the questionnaire. The resultant categories and frequency counts were as follows:

Professional Function:
- Teachers and Counselors (n=194)
- Administrators (n=219)

Organizational Level:
- Building (n=168)
- District (n=190)
- State (n=52)

Program Type:
- Work-Oriented (n=270)
- Other or Broader (n=145)

It can be seen that the work-oriented group, which combines vocational-technical, career, and other work-oriented education, outnumbers the "other or broader" group by a ratio of almost 2 to 1. Also, district personnel are more numerous than building or state department people, and administrators are slightly better represented than teachers and counselors. More troublesome than these imbalances in the sample, we find on further examination of

its composition that the variables of interest are not independent of one another. That is, teachers and counselors are predominantly at the building level while administrators are at the district level, and state-level people are exclusively work-oriented administrators. This extensive confounding of variables makes interpretation of relationships difficult, since it is uncertain whether an observed group difference in WC scores is attributable to professional function, organizational level, program type, or some interactive effect of all three. To remove this ambiguity by isolating the effects of the three variables, a three-way analysis of variance was performed on the WC scores. The design for the analysis is diagrammed in Figure 2. Each of the variables occurs at two levels, yielding 8 cells in a 2 x 2 x 2 structure. (The state level was eliminated from this analysis because of its complete lack of differentiation on the other variables, i.e., because all 52 state-level respondents were administrators, and all were associated with work-oriented programs.)

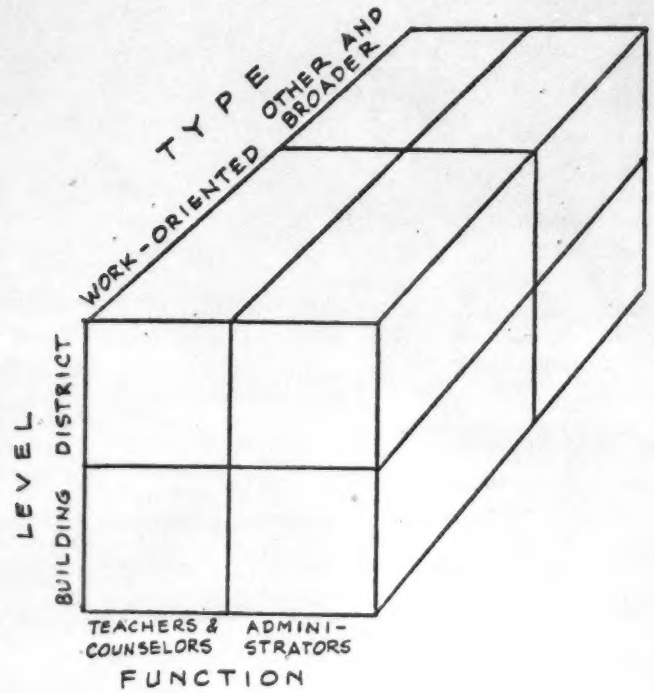

Figure 2. Design For Three-Way Analysis of Variance

Table 5 displays the WC means for each of the eight cells of Figure 2, as well as the mean for the State group. It can be seen that District tends to be more positive than Building but less positive than State, Work-Oriented more positive than Other/Broader, and Administrators more positive than Teachers/Counselors. The three-way analysis of variance statistically isolates

Table 5. WC Means for Nine Subgroups, Listed in Order from Most to Least Positive

WC Mean	Organizational Level	Program Type	Professional Function	Size of Sample
138.21	State	Work-Oriented	Administrators	52
135.74	District	Work-Oriented	Administrators	90
134.78	District	Work-Oriented	Teachers/Counselors	36
134.07	District	Other/Broader	Administrators	45
133.50	Building	Other/Broader	Administrators	8
133.45*	All	All	All	421
133.25	Building	Work-Oriented	Teachers/Counselors	68
132.95	District	Other/Broader	Teachers/Counselors	19
129.53	Building	Work-Oriented	Administrators	19
128.07	Building	Other/Broader	Teachers/Counselors	68

* Total sample of all respondents.

the effects of the variables and assesses the reliability of observed differences between groups. Results of that analysis suggest the following conclusions:[1]

1. Organizational Level was the most influential of the three variables. After statistically removing the effects of Professional Function and Program Type, Organizational Level still accounted for a significant amount of the variance in WC scores.

2. Program Type also exerted a significant effect beyond that of Organizational Level.

3. The effect of Professional Function, isolated from the effects of the other variables, did not have a statistically reliable effect on WC scores.

Each of the three variables is examined separately in the following sections.

Organizational Level

The question addressed here is whether or not beliefs about work are related to the individual's location in the school system hierarchy. Those respondents who designated "district" or "multidistrict" as their primary employer were combined into a single group and compared with two other groups: those who specified "school building" and those who specified "state department of education or other state agency" as their primary employer.

Frequency distributions of WC scores for the three organizational levels are compared graphically in Figure 3. The respective means for the Building, District, and State groups are 130.79, 134.88, and 138.21. The differences between these means were found to be statistically reliable.[2]

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1. Details of the analysis are presented in Appendix B.

2. The means were computed from ungrouped scores and the differences tested by one-way analysis of variance. The resultant value of F was 10.46, which for 2 degrees of freedom is significant beyond the 1% level of confidence.

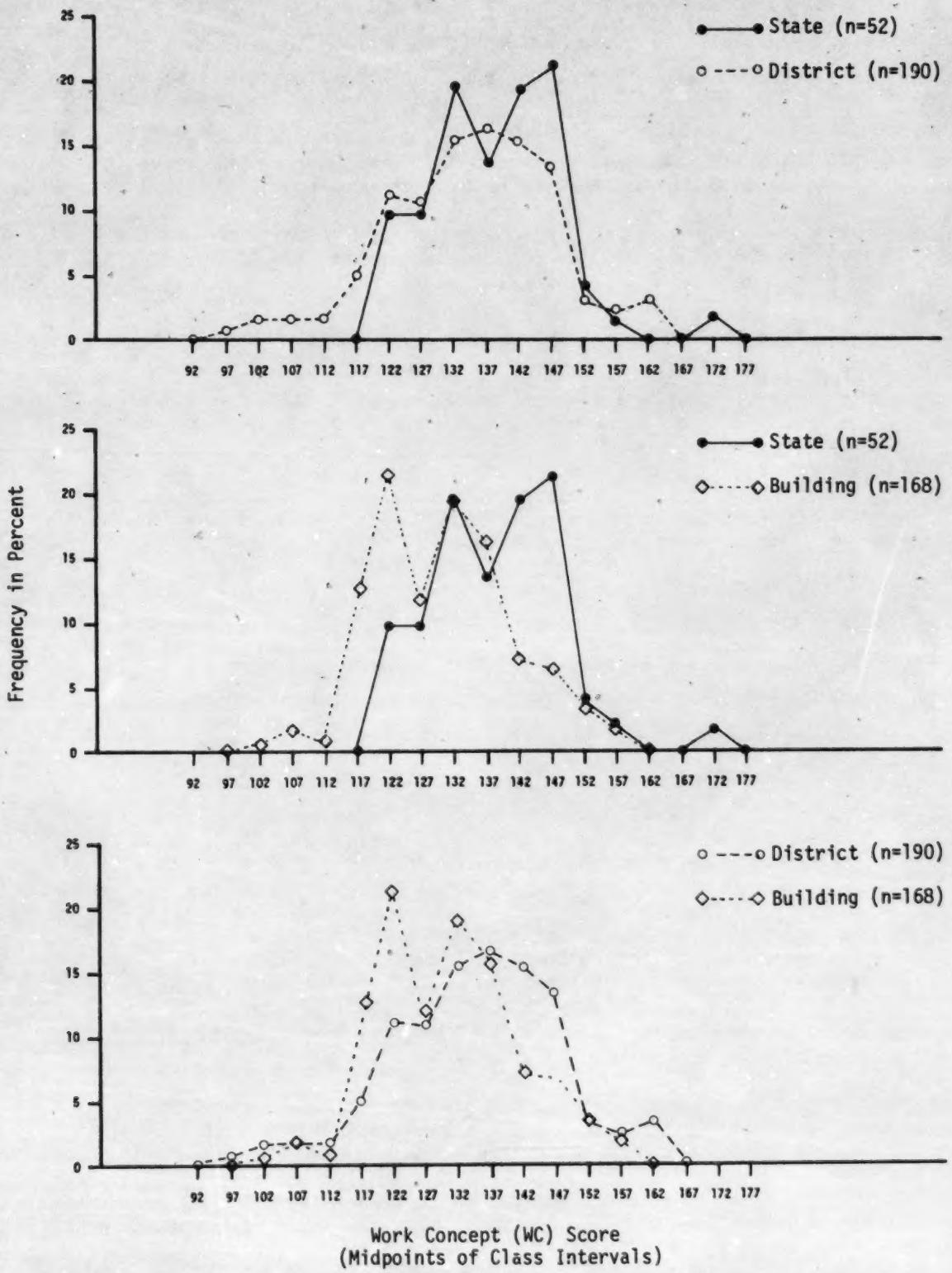

Figure 3. Distribution of Work Concept (WC) Scores for State, District and Building-Level Respondents.

District personnel as a group had higher mean scale values (more positive) than Building personnel on 32 of the 38 items. Statistically reliable differences were obtained on five items, as follows:

2B. District personnel estimated that more workers consider their jobs to be their central life interest.

6D. District personnel placed greater importance on "benefits to people who use the product or service" as a factor in determining job satisfaction.

11K. Building-level personnel rated "knowing the right people" more important as a factor in job success.

13A. District personnel judged "personal planning and choice" as a more frequent primary determiner of occupational choice.

14E. District personnel placed higher priority on the schools' "motivating students to achieve career success at levels as high as their aptitudes will allow."

Mean values for State personnel were higher than Building personnel on 33 of 38 items. The direction of differences across items is less consistent, however, when comparing the State and District groups. State personnel had higher mean values on 23 items and lower mean values on 15. Statistically reliable differences between the State and District groups were obtained for eight items, as follows:

1B. State personnel estimated more "dehumanizing" jobs than did District personnel. (This is contrary to the overall difference in WC scores, which showed State more positive than District.)

2C. District personnel estimated a greater decrease in the proportion of workers who consider their jobs to be their central life interest.

5B. District personnel judged more decrease in how widely it is believed that "hard work builds character."

7B. State personnel estimated a greater increase in the proportion of workers who get substantial non-monetary satisfaction from their jobs.

8. State personnel estimated a greater increase in the proportion of people who would say they would continue to work even without economic necessity, as compared with 25 years ago.

9G. State personnel placed more importance on lack of worker control as a cause of job dissatisfaction. (This is contrary to the overall difference in WC scores, which showed State more positive than District.)

11L. District personnel rated "manipulating other people" as more important as a factor in job success.

14I. District personnel placed higher priority on the schools' preparing students to find self-fulfillment in pursuits other than paid employment.

Further evidence of the relationship between positiveness and organization level may be seen in Table 6, which shows cross-tabulations of respondents by organizational level and WC score, categorized into high, middle, and low. It can be seen that representation in the high-scorer group increases directly as a function of organizational level, and representation in the low-scorer group decreases correspondingly. The ratios of high scorers to low scorers is about 4 to 1 for state-level, 3 to 2 for district-level, and 1 to 2 for building-level respondents. Chi-square indicates that it is very unlikely that these disproportions resulted from chance sampling errors.

Table 6. Two-Way Frequencies By WC Score and Organizational Level. (Entries are percentages of row totals.)

Organizational Level	WC Score			Row Totals
	Low	Middle	High	
State	9.62	51.92	38.46	52
District	21.05	47.37	31.58	190
Building	34.52	48.81	16.67	168
Combined	25.12	48.54	26.34	410

CHI-SQUARE: 23.168
DEGREES OF FREEDOM: 4
PROBABILITY OF CHANCE DISTRIBUTION: 0.0001

Program Type

The "Work-Oriented" group was composed of those respondents who designated any of the following options as the "type of course or program" in which they do their "main work in education":

1. Vocational-technical education
2. Career education
3. Other work-oriented education

For comparison, a second group, called "Other/Broader," was formed of those respondents who designated either of these options:

4. None of the above, because my main work in education is in other types of programs or courses.
5. None of the above, because my responsibilities are broader than the above labels imply.

It should be pointed out that the entire mailing list of 1,300 names had been pre-judged to be involved in vocational, career, or business education. It was somewhat surprising to find that 35% of the 423 respondents self-designated themselves as "other/broader" rather than "work-oriented." This provided an unexpected opportunity to test for possible differences in opinions between these two groups, but the sampling method imposes special caution in interpreting the result; it is very doubtful that the "other/broader" group is representative of non-occupational educators in general.

Frequency distributions of WC scores for the two Program Types are shown in Figure 4. The difference of 3.64 between the group means was found to be statistically reliable.[1]

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1. Means were computed from ungrouped scores and the difference tested by Student's t. The resultant value of t was 3.05, which for 413 degrees of freedom is significant beyond the 1% level of confidence.

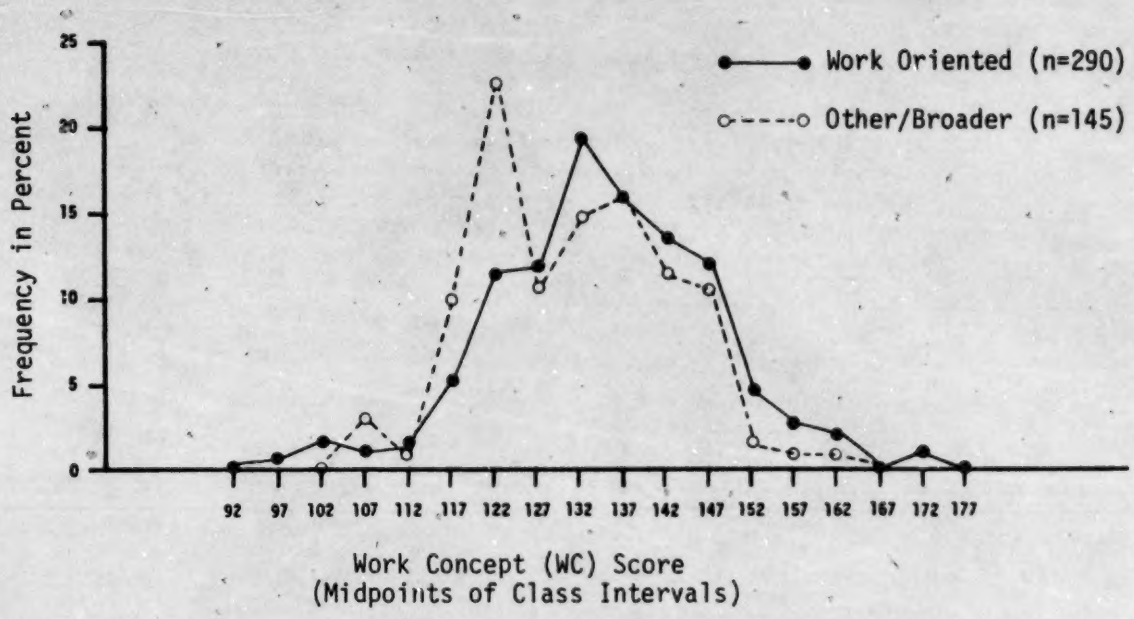

Figure 4. Distributions of Work Concept (WC) Scores For Respondents Associated With Work-Oriented Educational Programs and With Other or Broader Programs.

The Work-Oriented group had higher mean scale values (more positive) on 30 of the 38 items. None of the eight reversals was statistically significant. On the following items the mean scale values of the Work-Oriented group were higher than those of the Other/Broader group, and the differences were statistically reliable:

2A. The Work-Oriented group tended to disagree while the Other/Broader group tended to agree with the statement that "Young people should NOT expect that their occupation will provide a central life interest; they should be prepared to seek it in activities other than paid employment."

2C. The Other/Broader group estimated greater decrease in the proportion of workers who consider their jobs to be their central interest in life.

3A. The Work-Oriented group tended to agree while the Other/Broader group tended to disagree with the statement that "Young people should recognize that their personal identity and self-esteem will be determined mainly by their occupations."

11H. The Work-Oriented group placed greater importance on personal initiative as a factor in job success.

14E. The Work-Oriented group assigned higher priority to the schools' motivating students to achieve career success at levels as high as their aptitudes will allow, relative to preparing students to find self-fulfillment through pursuits other than paid employment.

Table 7 shows the cross-tabulation of respondents by program type and WC score, categorized into high, medium, and low. It can be seen that the Work-Oriented group is over-represented in the high scorers, and Other/Broader in the low scorers. The high to low ratios are about 3 to 2 for Work-Oriented and 2 to 3.5 for Other/Broader. Chi-square indicates that it is very unlikely that the observed disproportions occurred due to chance sampling errors.

Table 7. Two-Way Frequencies By WC Score and Program Type. (Entries are percentages of row totals.)

Type of Program	WC Score			Row Totals
	Low	Middle	High	
Work-Oriented	19.63	50.37	30.00	270
Other or Broader	35.17	45.52	19.31	145
Combined	25.06	48.67	26.27	415

Chi-square: 13.655
Degrees of freedom: 2
Probability of chance distribution: 0.001

Professional Function

Administrators were compared with the combined group of teachers and counselors. Frequency distributions of WC scores for the two groups are shown in Figure 5. The difference of 3.67 between the group means was found to be statistically reliable[1]; however, as previously noted, three-way analysis of variance indicates that the obtained difference can be accounted for by the effects of Organizational Level and Program Type. Whether or not a more balanced sample would yield evidence of a true relationship between positiveness and Professional Function is a matter of conjecture.

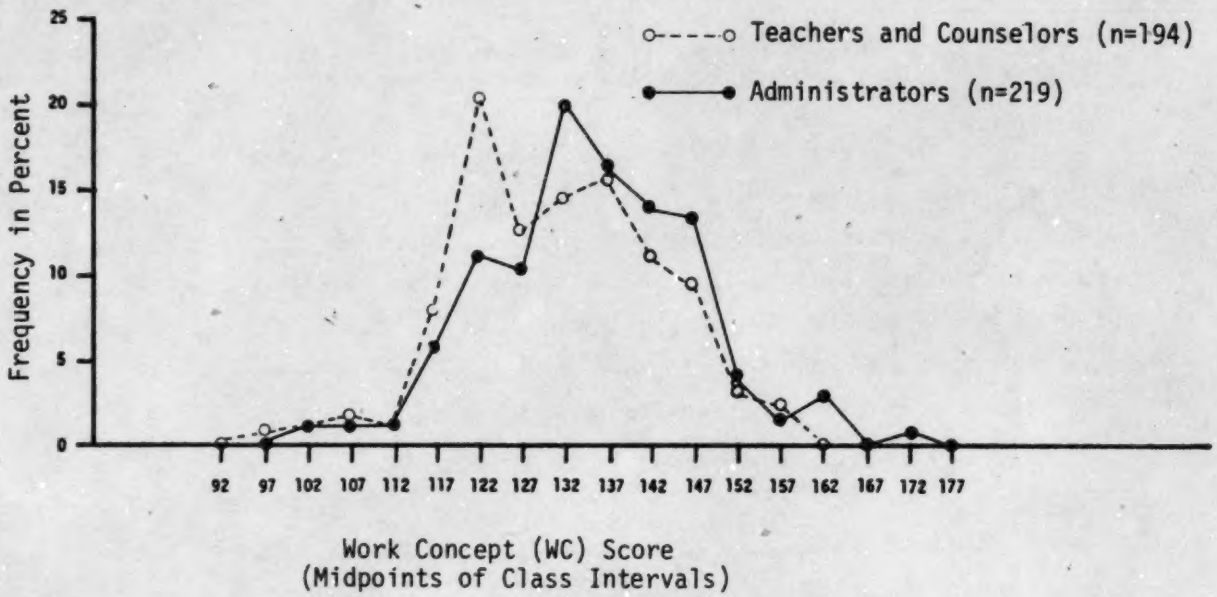

Figure 5. Distributions of Work Concept (WC) Scores for Administrators and for Teachers and Counselors.

1. t=3.22 with 411 degrees of freedom, which is significant at the 1% level of confidence.

Administrators as a group had higher mean scale values (more positive) on 33 of the 38 items. None of the five reversals was statistically significant. Statistically reliable differences were obtained for six items, as follows:

5A. Teachers and counselors judged that more change has occurred in the importance to male self-esteem of being "a good provider."

7A. Administrators estimated that more workers today get substantial non-monetary satisfaction from their jobs.

9B. Teachers and counselors placed more importance on inequities in pay as a cause of worker dissatisfaction.

11K. Teachers and counselors rated "knowing the right people" more important as a factor in job success.

11L. Teachers and counselors rated "manipulating other people" as more important to job success.

Table 8 shows the cross-tabulation of respondents by professional function and WC score, categorized into high, middle, and low. It can be seen that administrators are disproportionately well represented in the high-scorer group, and teachers/counselors in the low-scorer group. The ratio of high scoring to low scoring administrators is roughly 3 to 2, and for teachers/counselors the ratio is reversed at 2 to 3. Chi-square indicates that it is very unlikely that these disproportions resulted from chance errors of sampling.

Table 8. Two-Way Frequencies By WC Score and Professional Function. (Entries are percentages of row totals.)

Professional Function	WC Score			Row Totals
	Low	Middle	High	
Administrators	19.18	51.14	29.68	219
Teachers and Counselors	32.47	45.36	22.16	194
Combined	25.42	48.43	26.15	413

CHI SQUARE: 10.085
DEGREES OF FREEDOM: 2
PROBABILITY OF CHANCE DISTRIBUTION: 0.01

SUMMARY AND IMPLICATIONS

SUMMARY OF MAJOR FINDINGS

1. Views expressed by educators in this survey are generally supportive of traditional concepts of work and tend to discredit claims of widespread erosion in the quality of jobs or in the significance of paid employment in workers' lives. However, some reservations and doubts about specific tenets of traditional ideologies were also expressed. The group as a whole was predominantly positive, but selectively so.

The following affirmative views were expressed by a majority of respondents:

- They believe that young people should respect work, both because of its inherent dignity and because it will continue to serve workers as the main source of personal identity and self-esteem.

- They believe there are very few jobs today that result in useless products or services or that are so dull or meaningless as to be dehumanizing to the worker; and they do not forecast an increase in the relative number of such jobs.

- They believe that most workers get, and will continue to get, substantial non-monetary benefits from their jobs, including satisfaction from the work itself. They believe that, given adequate information and guidance, almost everyone could find a reasonably satisfying occupation.

- They believe that rewards in employment are based mainly on the worker's relevant performance -- that success generally comes to those who do good work and show personal initiative.

- They believe that in the past thirty years competitive status-seeking has not declined significantly in its popularity as a means of self-fulfillment, nor has the importance to male self-esteem of being "a good provider."

The following majority views suggest reservations about certain traditional concepts:

- They believe that no more than half of today's workers find their central life interest in their jobs, and the proportion of such workers is declining. They see occupation and other pursuits as equally important to young people in their search for a central interest in life.

- They believe there are certain defects in the conditions of employment today that are major causes of worker dissatisfaction, namely: inequities in pay; poor job design; lack of worker control and a sense of impotence.

- They believe that in the past thirty years there has been a decline in the value placed on being able to "stand on one's own feet" and in the belief that "hard work builds character."

- They believe "knowing the right people" to be an important factor in job success.

2. The views expressed by educators in this survey showed wide variation of opinion. Substantive division within the group is illustrated by the following contrasts between the majority opinions of respondents at the upper extreme and those at the lower extreme of the Work Concept scale of positiveness:

- High scorers (most positive) agreed that young people should recognize that their personal identity and self-esteem will be determined mainly by their occupations. Low scorers (least positive) disagreed.

- The importance of one's occupation as a determiner of personal identity and self-esteem is decreasing, according to low scorers, while high scorers believe its importance is increasing.

- Low scorers agreed and high scorers disagreed that young people should not expect their occupations to provide a central life interest, but should be prepared to seek it in activities other than paid employment.

- High scorers believe the proportion of workers who get substantial non-monetary satisfaction from their jobs is increasing, while low scorers believe the proportion is decreasing.

3. Positiveness of work concepts appears to be related to these professional and organizational variables:

- Organizational level. Employees of state education agencies scored higher in positiveness than school district personnel, who scored higher than building-level personnel.

- Program type. Respondents who identify mainly with vocational, career, or work-oriented education scored higher than respondents who do not identify with such programs.

- **Professional function.** Administrators scored higher than a combined group of teachers and counselors; however, statistical analysis suggests that this effect resulted from the particular composition of the sample, i.e., that administrators were predominantly state and district-level personnel, while teachers and counselors were predominantly employed at the building level. The analysis indicates that the difference in positiveness scores may be accounted for by differences in organizational level of the respondents, regardless of the distinction between administrators and teachers and counselors.

4. Educators in this survey placed relatively high priority on these school functions: (a) Develop values, attitudes, and habits generally useful in obtaining and succeeding in paid employment, and (b) prepare students with realistic expectations of what they will actually face in the working world. The group's priorities for these two functions were exceeded by only one of seven other functions -- that of developing competency in reading, writing, and computing. Lower priorities were assigned to career planning and to development of specific occupational skills.

5. The sharpest discrepancies between the group's priorities and their assessment of school effectiveness were for realistic work expectations and decision-making skills. The group judged that school performance on those functions is far lower than it should be relative to their priorities.

IMPLICATIONS

Most educators in this survey tend to reject claims of deteriorating job quality or spreading worker alienation. But underlying the group's affirmative tendencies are significant signs of dissent, including majority rejection of certain traditional views and a pervasive minority position that modern work has lost and is continuing to lose its ability to serve the roles and values traditionally ascribed to it. Notable departures from tradition are (a) the majority belief that pursuits other than paid employment are superseding occupation as the central interest in people's lives and (b) the strong minority opinion that young people should probably look to sources other than occupation for their personal identity and self-esteem.

The diversity of views found in this survey suggests that narrowly doctrinaire programs of any persuasion will not command broad professional support; such support will require the acknowledgment and balanced treatment of competing positions on key issues. This appears to be especially true for teachers and counselors at the building level--the people who put work-related curriculum into actual practice. On the basis of results from the present survey plus the earlier analysis of school materials,[1] we conclude that the perspective of this sample of educators is significantly broader than the narrowly traditional portrayals of work found in typical curricular aids now available.

We do not place great significance on the differences in the average degree of positiveness between various subgroups of respondents. More important than the small between-group differences in central tendency is the close correspondence in the range of views expressed by the comparison groups. A broad spectrum of positions was found for each group we examined; it would therefore be fallacious to stereotype any group as being allied with one side of the debate or the other. The diversity of the sample as a whole and the persistence of this diversity from group to group suggests that there is a healthy climate for critical discussion of the complex issues of work-related education and for an open search for explicit learning objectives and instructional content that can receive broad support among professional educators.

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1. Ibid, page 54.

APPENDIX A

A SURVEY OF

OPINIONS ABOUT WORK

The purpose of this survey is to learn what various groups believe about work in contemporary America. You are asked to make personal judgments about such things as the quality of working life, factors that determine the level of job satisfaction among American workers, how people choose and succeed in careers, and the proper role of the schools in preparing young people for work. The requested judgments are not about your own job or your attitudes toward it, but rather about jobs and workers in general. You are asked to use whatever knowledge, experience, intuition, or other clues you have available, to judge the nature and role of work in modern life.

A review of published research on work led us to the conclusion that hard evidence concerning the issues presented in this questionnaire is fragmentary at best and, in many cases, contradictory. There are no clearly "right" or "wrong" answers to the questions posed. You are being asked, therefore, not for your verifiable knowledge, but for your personal opinions and beliefs about work and workers.

The word "worker" is used in this questionnaire to include both blue collar and white collar workers, both supervisors and those who are supervised, highly trained and highly paid professionals as well as unskilled laborers. In all cases we are concerned with conditions only in the United States.

The usefulness of this survey is dependent, of course, on how conscientiously the questionnaire is completed by you and other respondents. Your care and candor will be greatly appreciated.

Please do not place your name on this form. Your responses will remain anonymous and will be reported only in terms of group patterns. When you have completed all items, please return the questionnaire in the postage-paid envelope that accompanied this form.

Thank you very much for your help.

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
1978

FOR EACH ITEM, PLEASE CIRCLE THE NUMBER OF THE RESPONSE* THAT MOST CLOSELY REFLECTS YOUR OPINION. USE A PENCIL AND FEEL FREE TO CHANGE YOUR ANSWERS.

PLEASE REMEMBER THAT YOU ARE BEING ASKED TO MAKE JUDGMENTS ABOUT PEOPLE AND JOBS IN GENERAL.

PART I. THE NATURE AND MEANING OF WORK

1. It has been said that "all work has dignity." But it has also been pointed out that many jobs today are so dull, routine, and meaningless that they are "dehumanizing to the worker."

   A. Please indicate to what extent you agree or disagree with this statement: "Young people should hold the view that all work, no matter how exalted or menial, has dignity."

   *
   - 6 Strongly disagree
   - 8 Disagree
   - 4 Slightly disagree
   - 2 Neither agree nor disagree
   - 10 Slightly agree
   - 49 Agree
   - 21 Strongly agree

   B. Considering all jobs that people get paid to do, how many of them do you think could reasonably be characterized as "dehumanizing to the worker"?

   - 4 None
   - 60 Very few
   - 28 Quite a few
   - 4 About half
   - 2 Slight majority
   - 1 Large majority
   - 0 All

   C. Do you think the proportion of such jobs is:

   - 5 Decreasing greatly
   - 24 Decreasing
   - 18 Decreasing slightly
   - 28 Staying about the same
   - 16 Increasing slightly
   - 9 Increasing
   - 0 Increasing greatly

2. It has been said that jobs are the central life interest of most people. A contrary view is that the nature of work in modern society is such that most jobs today cannot possibly provide people with a central life interest.

   A. Please indicate to what extent you agree or disagree with this statement: "Young people should NOT expect that their occupation will provide a central life interest; they should be prepared to seek it in activities other than paid employment."

   - 10 Strongly disagree
   - 30 Disagree
   - 8 Slightly disagree
   - 7 Neither agree nor disagree
   - 16 Slightly agree
   - 23 Agree
   - 5 Strongly agree

   B. Among all American workers, how many of them do you think consider their jobs to be their central interest in life?

   - 0 None
   - 12 Very few
   - 26 Quite a few
   - 18 About half
   - 25 Slight majority
   - 19 Large majority
   - 0 All

   C. Do you think the proportion of such workers is:

   - 2 Decreasing greatly
   - 21 Decreasing
   - 30 Decreasing slightly
   - 25 Staying about the same
   - 13 Increasing slightly
   - 9 Increasing
   - 1 Increasing greatly

* Note: For purposes of this report the identifying response numbers have been replaced by the obtained response frequencies, shown as percentages. For example, in item 1A, 6% of the respondents chose "strongly disagree," 8% chose "disagree," and 21% chose "strongly agree."

3. It has been observed that in our society, what people do to earn a living plays a powerful role in determining their sense of identity and self-esteem. Some suggest that this places an unreasonable burden on one's occupation as a means of self-fulfillment, and unjustifiably devalues other kinds of human endeavor.

   A. Please indicate to what extent you agree or disagree with this statement: "Young people should recognize that their personal identity and self-esteem will be determined mainly by their occupations."

   9 Strongly disagree
   20 Disagree
   9 Slightly disagree
   7 Neither agree nor disagree
   17 Slightly agree
   32 Agree
   6 Strongly agree

   B. Do you think the importance of one's occupation as a determiner of personal identity and self-esteem is:

   2 Decreasing greatly
   17 Decreasing
   26 Decreasing slightly
   27 Staying about the same
   13 Increasing slightly
   15 Increasing
   0 Increasing greatly

4. It has been said that many jobs today exist to provide products and services that "serve no real human need."

   A. Considering all jobs that people get paid to do, how many of them do you think could reasonably be characterized as existing to make products or perform services that serve no real human need?

   6 None
   53 Very few
   29 Quite a few
   5 About half
   3 Slight majority
   4 Large majority
   0 All

   B. Do you think the proportion of such jobs is:

   3 Decreasing greatly
   12 Decreasing
   8 Decreasing slightly
   35 Staying about the same
   26 Increasing slightly
   15 Increasing
   1 Increasing greatly

5. It has been said that traditional values are undergoing serious change. Some specific changes that may have occurred in the past 30 years are listed below. Please indicate <u>how</u> <u>much</u> <u>change</u> you think has occurred during the 30-year period since 1947.

	None at all	A little	Quite a bit	A great deal
A. Being "a good provider" is now less important to a man's self-esteem.	13	43	37	7
B. It is now less widely believed that "hard work builds character."	5	24	52	19
C. Less value is now placed on being able to "stand on one's own feet."	12	32	40	16
D. Competitive status-seeking is now less popular as a means of self-fulfillment.	14	45	33	8
E. "Workaholics" are now generally viewed less favorably.	8	37	41	14

PART II. JOB SATISFACTION

6. People derive satisfaction from various aspects of their jobs. Considering jobs and workers in general, how important do you think the following factors are in determining the overall level of job satisfaction?

	Not at all important	Slightly important	Fairly important	Important	Very important
A. Money.	0	3	12	49	36
B. The work itself.	0	5	20	43	32
C. Interaction with coworkers.	0	8	31	41	20
D. Benefits to people who use the product or service.	7	39	31	18	5
E. Identity as a person.	0	6	27	36	31

7. A. How many workers today do you think get substantial satisfaction from non-monetary aspects of their jobs -- that is, from any combination of factors B, C, D, and E in item 6, above.

0 None
12 Very few
30 Quite a few
17 About half
21 Slight majority
19 Large majority
0 All

B. Do you think this proportion is:

1 Decreasing greatly
12 Decreasing
24 Decreasing slightly
24 Staying about the same
25 Increasing slightly
13 Increasing
1 Increasing greatly

8. Twenty-five years ago a majority of people interviewed in a national survey said that if they suddenly found themselves with enough money to live comfortably for the rest of their lives, they would still continue to work. If asked the same question today, what percentage of people would say they would continue to work?

2 Much greater percentage today
9 Greater percentage today
39 About the same
41 Smaller percentage today
9 Much smaller percentage today

9. Considering jobs and workers in general, how important do you think the following factors are in causing workers to be <u>dissatisfied</u> with their jobs?

	Not at all important	Slightly important	Fairly important	Important	Very important
A. Workers are underpaid for the work they do	1	13	25	33	28
B. Some people are paid too much and others too little for the work they do.	0	11	28	41	20
C. Jobs are poorly designed or organized from the workers' point of view.	1	17	34	40	8
D. Workers are capable of more complex tasks than their jobs require.	1	11	33	42	14
E. Workers are unhappy with other aspects of their lives and this spills over into their jobs.	0	15	27	40	19
F. Workers expect more non-monetary satisfaction than jobs could possibly provide.	3	27	34	26	9
G. Workers lack control over important aspects of their work situations.	0	11	37	37	15
H. The skill level of workers is lower than it should be to do the work expected of them.	10	33	27	22	8
I. Workers have negative attitudes toward employers in general.	3	24	23	36	13
J. The products or services that result from the work serve no real human need.	17	40	25	13	4
K. Workers feel that how well they do their jobs doesn't really make any difference.	3	12	27	40	17

PART III. WORKER ORGANIZATIONS

10. Employee organizations such as trade unions and professional associations serve to protect workers' interests. How effective do you think such organizations are today in bringing about the following kinds of change?

	Not at all effective	Slightly effective	Fairly effective	Effective	Very effective
A. Increasing salaries and wages.	0	3	14	41	42
B. Improving equity between the amount of pay received and the value of the work performed.	23	23	26	21	7
C. Improving fringe benefits.	1	2	12	49	36
D. Improving working environments.	2	10	33	39	17
E. Increasing worker control over important aspects of their work situations.	5	29	35	25	6
F. Decreasing unfair discrimination, based on such factors as race, sex, or age.	10	26	31	23	10
G. Increasing the overall level of job satisfaction.	18	38	30	12	2

PART IV. JOB SUCCESS

11. How important do you think the following factors are in determining success on the job, in terms of such things as praise, raises, and advancement?

	Not at all important	Slightly important	Fairly important	Important	Very important
A. Doing good work.	0	4	9	44	44
B. Working hard.	0	5	21	48	26
C. Being flexible.	0	3	17	49	30
D. Being likable as a person.	0	4	17	42	38
E. Conforming to employers' rules of punctuality, grooming, etc.	0	3	17	43	37
F. Loyalty to the organization.	0	5	17	41	36
G. Avoiding conflict.	1	8	31	40	20
H. Showing personal initiative.	0	3	12	38	47
I. Being inventive or creative.	1	10	23	40	26
J. Subordinating personal values and beliefs to those of the employer.	8	24	31	28	9
K. Knowing the right people.	3	18	26	27	26
L. Manipulating other people.	14	31	26	18	11
M. Luck.	18	33	26	11	11

PART V. CAREER CHOICE

12. Please indicate to what extent you agree or disagree with this statement: "If young people made the necessary effort to understand their own abilities, interests, and values and to learn enough about jobs and occupations, almost everyone could find a reasonably satisfying occupation."

1 Strongly disagree
2 Disagree
3 Slightly disagree
4 Neither agree nor disagree
5 Slightly agree
6 Agree
7 Strongly agree

13. How frequently do you think the following factors act as the primary determiner of the particular occupation a person enters?

	Almost never	Infrequently	In about half the cases	Frequently	Almost always
A. Personal planning and choice.	1	24	44	28	3
B. State of the economy.	1	14	24	54	7
C. Influence of family or close friends.	0	5	19	63	13
D. Family circumstances.	0	9	25	58	8
E. Chance.	3	32	28	32	5

PART VI. THE ROLE OF THE SCHOOLS

14. Here is a list of functions that might be performed by public and private schools through grade 12. For each function, please indicate (1) what priority you think should be placed on that function, and (2) how effectively you think the schools are now performing that function.

	YOUR PRIORITIES					HOW EFFECTIVE NOW				
	Very low	Low	Medium	High	Very high	Not at all effective	Slightly effective	Fairly effective	Effective	Very effective
A. Develop competency in reading, writing, and computing.	0	1	1	21	77	2	19	56	22	1
B. Develop specific competency geared to particular occupations.	2	9	26	41	21	6	42	39	11	3
C. Develop competency in making decisions.	0	2	8	39	52	13	48	32	7	1
D. Help students make appropriate career choices and plans.	1	2	10	38	49	6	51	33	8	2
E. Motivate students to achieve career success at levels as high as their aptitudes will allow.	1	2	13	41	43	10	46	36	7	1
F. Develop values, attitudes, and habits generally useful in obtaining and succeeding in paid employment.	0	2	7	35	56	9	42	38	9	2
G. Prepare students with realistic expectations of what they will actually face in the working world.	0	2	8	36	54	18	43	29	9	2
H. Help graduates locate and obtain paid employment.	4	16	29	30	21	22	46	22	8	1
I. Prepare students to find self-fulfillment in pursuits other than paid employment.	3	6	29	41	22	15	41	31	12	1

15. If the schools had the necessary commitment and resources, how effective do you think they could become as an influence on how students view paid employment in their personal lives, that is, the role they see it playing relative to other aspects of their lives, and how they feel about it?

0	Not at all effective
8	Slightly effective
27	Fairly effective
36	Effective
28	Very effective

16. How important do you think the following factors are as influences on how people view paid employment in their personal lives?

	Not at all important	Slightly important	Fairly important	Important	Very important
A. The schools.	4	24	35	29	8
B. The family.	0	2	10	40	47
C. Peers.	0	5	17	40	38
D. Public media.	5	20	33	29	13

PART VII. YOUR INVOLVEMENT IN EDUCATION

17. In what type of organization are you currently employed? If you are employed by more than one type, please indicate your main employment.

    1 School system (district, diocese, parish, county office, CESA, BOCES, etc.)

      At what level?

      A School building

      B School district

      C Multidistrict

    2 State department of education or other state education agency.

    3 Federal education agency, including USOE, NIE, FIPSE, and Youth programs in DOL.

    4 College, university or other post-secondary education or training institution.

    5 Non-government educational R&D organization.

    6 Business, industry, or profession other than education.

    7 Other (please specify):

18. What type of work do you do in education? If you do more than one type, please indicate your main employment.

    1 Teaching or counseling

    2 Administration.

    3 Perform research or development (defined to include evaluation and curriculum development).

    4 Serve on a school board or other advisory or governing body.

    5 Serve as a volunteer speaker or resource person in an educational program or course.

    6 Other involvement in education (please specify):

    7 No personal involvement in education. (If so, skip the remaining questions.)

19. The main work you do in education (item 18, above) is concerned with what grade-level? Please circle as many as apply.

    1 Elementary and/or kindergarten.

    2 Junior high or middle school.

    3 High school.

    4 Adult education.

    5 Two-year college or technical school.

    6 Four-year college or university.

20. The main work you do in education is in what type of course or program? Please circle only one response below.

    1 Vocational-technical education.

    2 Career education.

    3 Other work-oriented education.

    4 None of the above, because my main work in education is in other types of programs or courses.

    5 None of the above, because my responsibilities are broader than the above labels imply.

APPENDIX B

THREE-VARIABLE ANALYSIS OF VARIANCE

The variables and their levels were as follows:

Organizational Level:
1. Building
2. District

Program Type:
1. Other/Broader
2. Work-oriented

Professional Function:
1. Teachers/Counselors
2. Administrators

Variance in the 2 x 2 x 2 factorial design was analyzed by both the "Type I" and "Type IV" techniques. Type IV is essentially the simultaneous partitioning of variance by main effects and first and second-order interactions. Type I is sequential partitioning, variable by variable, in which the effect being tested is that remaining after removal of preceding main effects. In this analysis all six possible sequences of the three variables were subjected to Type I analysis. Three of those sequences are summarized below. They demonstrate that both Organizational Level and Program Type account for significant amounts of variance after the other variables have been accounted for; whereas the effect of Professional Function is non-significant following extraction of the main effect of either of the other variables.

Summary of Type IV analysis of variance:

Source	df	MS	F	p
Organizational Level	1	542.05	4.01	0.046*
Program Type	1	69.18	0.51	0.475
Professional Function	1	44.75	0.33	0.566
Level x Type	1	16.57	0.12	0.727
Level x Function	1	0.46	0.00	0.954
Type x Function	1	269.78	1.99	0.159
Level x Type x Function	1	252.37	1.87	0.173
Error (Residual)	345	135.31		

* Significant at the 5% level of confidence.

Summary of Type I analyses of variance:

Sequence: Level, Type, Function.

Source	df	MS	F	p
Organizational Level	1	1559.07	11.52	0.001***
Program Type	1	623.04	4.60	0.033*
Professional Function	1	12.52	0.09	0.761
Level x Type	1	84.27	0.62	0.431
Level x Function	1	43.94	0.32	0.569
Type x Function	1	152.22	1.13	0.290
Level x Type x Function	1	252.37	1.87	0.173
Error (Residual)	345	135.31		

Sequence: Level, Function, Type.

Source	df	MS	F	p
Organizational Level	1	1559.07	11.52	0.001***
Professional Function	1	28.06	0.21	0.649
Program Type	1	607.50	4.49	0.035*
Level x Function	1	33.11	0.24	0.621
Level x Type	1	95.09	0.70	0.402
Function x Type	1	152.22	1.13	0.290
Level x Function x Type	1	252.37	1.87	0.173
Error (Residual)	345	135.31		

Sequence: Type, Function, Level.

Source	df	MS	F	p
Program Type	1	897.02	6.63	0.010**
Professional Function	1	494.65	3.66	0.057
Organizational Level	1	802.96	5.93	0.016*
Type x Function	1	239.03	1.77	0.185
Type x Level	1	0.20	0.00	0.970
Function x Level	1	41.20	0.30	0.581
Type x Function x Level	1	252.37	1.87	0.173
Error (Residual)	345	135.31		

* Significant at the 5% level of confidence.

** Significant at the 1% level of confidence.

*** Significant at the 0.1% level of confidence.